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THE ELEMENTARY SCHOOL JOURNAL

CONTINUING "THE ELEMENTARY SCHOOL TEACHER"

OCTOBER 1914

EDUCATIONAL NEWS AND EDITORIAL COMMENT

Oakland, California, has worked out in a systematic way a plan of co-operation between its public-school system and the two universities which are situated near at hand. The plan is fully described in a circular issued by the Board of Education. This circular is accompanied by a detailed statement of the various research problems which are to be taken up. The statement of problems is too lengthy to quote here, but may be secured by writing to the Bureau of Information.

**A New Bureau
of Efficiency**

There are many other centers where higher institutions of learning could be utilized in the same way. Where a university or college with a department of education is not at hand, normal schools are very frequently near enough to enter into the same type of co-operation. Furthermore, school superintendents will find that institutions not in their own cities but in the neighboring part of the state are very frequently glad to make the kind of arrangement that is here suggested. The following is the full statement from the Oakland Board of Education.

On July 1 of the present year, the Oakland Board of Education created a new bureau to be known as the Bureau of Information, Statistics, and Educational Research. As intimated in the title, it is the duty of the director of this bureau to look after the research work done in the school department.

This general duty falls naturally into about three divisions as follows:

1. The conducting of research studies suggested by experience or ordered by the Board of Education or the superintendents.
2. The encouraging of the research or scientific spirit in teachers and principals, and the direction of the studies undertaken by them when such direction is needed. (This work is described in detail in *Information Circular No. 3* of this bureau, which will be sent on application.)
3. The protection of the schools against unnecessary interruption by research students whose problems are unimportant or whose training is inadequate, and the assistance of properly qualified students who wish to investigate important problems in the schools.

In accordance with the last-named duty, arrangements have been made whereby advanced students of the University of California and of Leland Stanford Junior University may undertake research studies in the Oakland schools under the supervision of their own instructors and with the assistance of the director of the new bureau. Other properly qualified persons will also be allowed to conduct studies which are worth while upon obtaining the written permission of the director.

Interested students of the University of California should consult the appropriate instructors as follows:

1. Students of education, any of the staff.
2. Students of psychology, Professors Stratton or Brown.
3. Students of social economics, Professor Peixotto.
4. Students of hygiene, Dr. Force.
5. Students of pathology and bacteriology, Dr. Meyer.

At Leland Stanford Junior University, students should consult:

1. Students of education, any of the staff.
2. Students of psychology, Professors Angell or Martin.
3. Students of social economics, Professor Wildman.
4. Students of bacteriology and immunity, Professor Manwaring.

The surveys which are being organized at the present time differ from the earlier examples of such inquiries in that they are being undertaken before any emergency arises which compels the survey to be carried on under the adverse conditions of haste and partisan feeling. When a school system is under violent criticism, a survey must, of necessity, reflect the fact. When, on the other hand, a survey is undertaken for the purpose of finding out in a large and deliberate fashion what the needs of the schools are, there is very great promise that the outcome will be scientific and productive.

**School
Surveys**

The following quotation illustrates the different types of activity of this sort which have been announced during the month of August. The first is from the *Times* of Seattle, Washington:

**A Vocational
Education
Survey**

Under the direction of Dr. Herbert G. Lull, professor of education in the University of Washington, the state commission on vocational education, of which Dr. Lull is chairman, is preparing to undertake an extensive survey of Washington for the purpose of assembling every essential fact bearing upon this phase of educational work. Such facts as are derived from the survey are intended for the guidance of the state legislature in the drafting of laws establishing vocational schools in Washington.

For the purposes of the survey, typical counties of the state will be selected. King, Pierce, Snohomish, and Whatcom counties will be fields of investigation in western Washington, while several representative counties in eastern Washington will also be included in the area to be surveyed.

Broadly speaking, the survey will seek data along social, industrial, and educational lines. One of the first aims of the commission is to ascertain the opinions of leading men, commercial organizations, labor unions, granges, and women's clubs concerning vocational education. The number of pupils in each locality likely to attend these vocational schools will also be ascertained as accurately as possible.

The advantages of each community with reference to its adaptability to the purposes of a vocational school will be investigated. For this purpose its industrial and agricultural status, its transportation facilities, its natural resources, and its position as a central point for a given district will be considered.

From a social standpoint the character of the population will be made a subject of study. Whether or not the people of the community are for the most part native or foreign born will be a factor for consideration. The intellectual standards of the community, its standard of living, and its various other sociological attributes will be closely studied.

In agricultural communities attention will be given to the extent and the character of the land surrounding a given center. The number of farms under cultivation, the estimated productivity of the district, and the principal products of the soil of the section will be listed and filed for reference.

School equipment possessed by each city or district will also be made a subject of study during the survey to be undertaken by the commission.

From the data which the survey will give to the commission, plans for a system of vocational schools in Washington will then be drafted. It is expected that this survey will have been completed and plans prepared in time to lay the matter comprehensively before the legislature when that body convenes early in 1915.

The second is from the *Times* of Dubuque, Iowa:

The University of Iowa's extension division will help the public schools of Iowa. E. J. Ashbaugh, former principal of the high school at Bartlesville, Oklahoma, has been selected to take charge of an educational survey in Iowa. He will study specific problems presented to him by school authorities, and will make recommendations after complete investigation. He will be in a sense an educational "efficiency engineer." Mr. Ashbaugh received his M.A. and B.A. degrees from the University of Indiana, and he has had twelve years' experience in public-school work.

"Educational survey work by the extension division is our first step in an effort to serve more effectively the public-school system of the state," said O. E. Klingaman, acting director of the extension division, yesterday. "This survey will take up all phases of public-school instruction, and later will endeavor to present in printed form the best ideas for educational improvement derived from the actual experience of the most representative schools."

The third is from Madison, Wisconsin:

To ascertain the exact needs demanded by industrial education and to suggest plans for best meeting these needs, a board of five persons has been named to make a survey of the city. Superintendent A. W. Siemers of the industrial schools will direct the work. Trips will be made to the manufacturing districts and to the foreign settlements. "Our intention is to find out just what the needs of the school are," said Superintendent Siemers. "We want to be of assistance to the employee and to the employer. We feel we cannot be of much help as a school until we find out the actual conditions in the city." Included in the report of the survey board will be information bearing on sanitation, moral surroundings of workers, and opportunities for advancement.

Wherever a school survey has been carried out, interesting educational news has issued from that center during the year following. Very frequently the survey has excited adverse criticism. Even in this case the effects of the survey have been traceable during the succeeding year.

The survey made at Springfield, Illinois, appeared only a short time ago. A review of this survey will be found on another page of this issue. In the meantime, the following items clipped from the *Evening News* of that city indicate that an immediate response is being made along lines that suggested themselves during the survey.

For the first time in the history of the public schools of Springfield each teacher will have to undergo a physical examination and be able to present

a teacher's health certificate before he or she will be allowed to take her position when the schools open. The signed health certificates are now arriving in the office of the Board of Education. They show that the teachers have no contagious or infectious diseases. The examination is especially concerned about symptoms of tuberculosis. The certificate, which must be signed by an examining physician, is as follows:

This is to certify that I have examined . . . (name) . . . and find no evidence of tuberculosis and that the physical condition is such as not to be prejudicial to the health of pupils or associates.

Signed by

Examining Physician

The opening of school this year in Springfield marks an epoch in the educational life of the city. The new junior high-school plan will be inaugurated, two buildings being turned over for the purpose of carrying out this plan. Also the schools, as nearly as possible, will be modeled after ideas advanced in the social survey, and, where criticisms have been directed with force and understanding, corrections will be made. Then, too, the physical condition of both teachers and pupils will enter more largely than ever into account. A physical director and supervisor of hygiene will have charge of the physical direction in the schools and during the summer months will supervise the playgrounds.

Practically all the districts of the schools have been changed this year and because of new buildings, the junior high schools and the new portable school-house, there will not be an overcrowded building in the city.

The high-school building will be well filled, for, while the junior high-school plan has relieved it of about one hundred pupils, the number of out-of-town students and the growth of the city will keep it comfortably filled.

The following official announcement is clipped from the *San Francisco Examiner*:

American Madame Montessori, the greatest figure in the field of child
Montessori education since Froebel, will be in San Francisco during the
Courses Panama-Pacific Exposition. For four months she will supervise the operation of the model Montessori school, which will be a part of the educational demonstration work of the exposition. Much of the credit for bringing her here is due to the officials of the National Education Association and to one of Madame Montessori's favorite pupils, Miss Katherine Moore of Los Angeles. Miss Moore has been chosen by Madame Montessori to take active charge of the class work at her model school on the exposition grounds.

Writing from Rome, Madame Montessori's secretary, Miss Harriet Barton, says: "You will be glad to hear that out of all the many parts of the world to which Madame Montessori has been invited for the purpose of giving a training course, her choice has fallen upon the great exposition in San Francisco. This

course will continue during the four months of the exposition, in 1915, following her course of lectures in London and her return to Rome to initiate the pupils into the higher stage of the work. The children to be instructed should be quite tiny, without any previous teaching. It would be well to have a small number of already well-prepared children in another school engaged in all stages of the work. This last could be a school for observation by the general public and should also have a roomy gallery all around it. Many of the directoressa's friends and disciples will co-operate in organizing and preparing the work at San Francisco.

"It is wonderful to see how rapidly the great movement is making headway. It is said that no work on education has in a short time found so many readers as the lately published translation of Madame Montessori's work. The Japanese translation is about to appear, and Dutch and Spanish translations are in hand. With all the forces calling for the educational salvation of the children, it cannot be long before governments and educational authorities will be forced to see that only in this way can they be saved. Toward this consummation the work in San Francisco, she believes, will help."

It is expected that the pupils, not only for the Montessori classes, but for the many other model schools at the exposition, for which a special building will be erected, will be furnished by California, Oregon, and Utah.

Of similar importance to the educational world is the announcement made by Director Barr of the division of congresses that plans are maturing whereby it is hoped that an international congress on Montessori methods will be held at the exposition under the management of the National Montessori Association of Washington D.C., in connection with the already assured International Congress of Education, representing the whole civilized world.

The following clipping taken from the *Pioneer* of St. Paul suggests the very great desirability, not only in Minnesota but throughout the United States, of acquainting the people of every community with school activities.

**An Educational
Press Agent**

Frequently occasion has arisen, in the past few years, to draw attention to the fact that many controversies about school policies rest upon a general ignorance of the character and purpose of these policies. If school officers could forestall these difficulties by systematically putting before their patrons an account of what they are doing and attempting to do, there would frequently be sympathy for policies that are now opposed by an uninformed public.

Minnesota soon may have the work of its state educational department heralded and explained throughout the state by a press agent. Superintendent

C. G. Schulz probably will ask the legislature in 1915 to increase educational appropriations sufficiently for the establishment of a publicity bureau in the department of education. The educational department publicity man will be very unlike the circus press agent. It will not be his duty to sing the praises of the department and extol its work in adjectives long and picturesque. The press agent of the Minnesota schools will place before the people of the state plain, unvarnished facts about the educational work the state is doing. Parents will be informed of what is being accomplished.

That the school systems of the country are in dire need of the offices of a press agent was suggested by Philander P. Claxton, United States commissioner of education. While in attendance at the National Education Association convention here in July, Mr. Claxton spoke of the need of some medium of acquainting the public with what the schools are doing.

The work of the press agent for Minnesota schools, as outlined by Mr. Schulz, would be largely of an editorial nature. He would prepare bulletins and pamphlets telling of the work of the educational department. Editorial matter for newspapers and short news articles would be prepared by the publicity man. "There are no authentic figures showing the cost of teaching at hand now," Mr. Schulz said. "We have approximate figures showing what it costs to put a pupil through the grades or through the high schools." Mr. Schulz is anxious to establish a statistical bureau in connection with his department.

The community is so vitally interested in the complete education of its boys and girls that we cannot rest satisfied with the present legislation regarding compulsory attendance. The following account of the changes which are to be inaugurated in the city of Boston ought to encourage people in other parts of the country to consider an extension of the present compulsory education law.

**Compulsory
Education for
Continuation
Students**

As a result of a bill passed by the Massachusetts legislature in 1913 and confirmed by the Boston school board last December, continuation schooling in Boston will be made compulsory in September, when all pupils between the ages of fourteen and sixteen who obtained their employment certificates since last January will be forced to attend a designated continuation school. It is expected that between 5,000 and 6,000 workers will be affected by this order. These pupils must attend the school during a period of four hours a week, the hours to be arranged to meet the convenience of the employees as far as possible.

The investigations which were carried on preliminary to the passage of the bill to determine the attitude of the employers toward compulsory education of this nature brought to light the fact that, instead of being unfavorable to the

bill, the employers were almost unanimously in favor of it. They stated that they would not deprive the pupils of any wages because of the fact that they would be absent from work for four hours during the week. Most of the employers agreed that they expected to get as much work from the pupils in forty-four hours as they would get in forty-eight. Their reasons for this statement were that the gratitude of the workers who know that their employers are giving them four hours without any decrease in pay would force them to do more and better work while they were in the shops, department stores, or wherever they happen to be employed.

It is also planned to use the schools as a sort of clearing-house, so that one boy who is employed in a department store and desires to be a machinist may change his position with a boy who is employed in a machine shop but wants to work in a department store. It was learned that the attitude of the boys was very favorable toward the school, as they could take up any line of vocational work that they desired.

The instruction in the trade departments will be under men who have earned their living by working at the trade which they will teach. The teachers will spend but a part of the time in instruction, and the remainder will be devoted to visiting the homes and places of employment of the individual pupils. There will be no more than twenty in a class, men teachers being provided for the boys and women for the girls.

It is expected that from 2,000 to 2,200 pupils will start September 9 in the five-story building at 25 La Grange Street. The school will open at the same time as the regular schools, but will have a longer Christmas vacation to allow the pupils to devote their entire time to their employers' interests at a period when the business is rushed.

Movements in education very frequently progress in a steady but unnoticed degree in different cities. One community tries an experiment and feels sufficiently satisfied with its success to make the experiment a permanent part of its school organization. Another community is slowly affected by the example of the success, and so on. After several years of gradual development of a given educational movement, in different communities, somebody discovers the fact that the movement has been going on and prepares a monograph showing how widespread it is. The following clipping will be of use to some later historians of education who wish to record one of the important forms of school organization now gradually spreading over the United States. It is from the *Times* of Racine, Wisconsin.

Open-Air
School

The Board of Education has voted in favor of continuing the open-air school, which was started as an experiment about four months ago. The committee reported that it had found, through the reports of those interested, that the school is doing a great amount of good, and that the need of such a school in this city is clearly demonstrated. They recommend therefore that the open-air school be made a regular part of the public-school system and that it be recognized with other special schools.

Reports from vacation schools in all parts of the country show that this movement is steadily increasing in scope. The following extracts from a long article in the *Globe* of New York City may be regarded as typical of reports that come from all parts of the country.

**Vacation
Courses in
New York City**

The vacation schools conducted by the Board of Education closed the summer season for 1914 on Friday, August 14. This has been the most successful season the vacation schools have ever known. The industrial classes have been more largely attended than in other years, and there has been a gratifying improvement in the number of children who wished to take advantage of the industrial subjects provided for them.

For the boys there were provided Venetian iron, elementary bench work, whittling, advanced bench work, basketry, chair-caning, and hammock-making. For the girls the following useful vocational subjects were taught: Cooking, housekeeping, knitting and crocheting, elementary sewing, advanced sewing, dressmaking, millinery, embroidery, hammock-making, and basketry. In the cooking classes much valuable work was done by the children, bringing their own materials and, under the supervision of efficient teachers, using the materials to make preserves. Hundreds of pints of canned fruits and vegetables were thus prepared for winter use. Every day homemade bread was made in each school and the children were encouraged to use their cooking ability at home as well as at school. In the sewing and dressmaking classes they made dresses for themselves. In many cases children made three or four dresses during the season. The material for these dresses was, of course, furnished by the children themselves. Many a proud mother will wear a dress this fall which was made through the efforts of her daughter. In the millinery classes the children were taught to make bonnets not only for themselves, but for their mothers also, and caps for their little baby brothers and sisters. The following shows the list of completed articles: Elementary sewing, 11,462; advanced bench work, 7,589; dressmaking, 2,289; millinery, 7,324; embroidery 4,772; knitting and crocheting, 5,024.

District Superintendent Stitt was specially pleased with the results accomplished in the summer trade school, conducted by the Board of Education in the educational alliance. These classes were opened for girls over fourteen

years of age who had completed the educational requirements for working-certificates. These girls would naturally go to work in the fall in factories in which they obtain only about three dollars a week. However, when they have been taught how to use machinery and the elementary principles of trade workmanship, their earning capacity is more than doubled. Miss Sara Elkus, the supervisor in the educational alliance, has arranged places in factories for many of the girls who have completed the course, so that they will start on salaries of seven, eight, or nine dollars a week. The innovation of this trade school has been entirely successful.

The opportunity classes have been wonderfully successful. These classes were intended primarily for the following children: (1) "Holdovers" or "left backs" who had failed of promotion in June. (2) Children who needed to complete the 130 days' necessary attendance as required by the state law before they could go to work. (3) Foreign children similar to the "C" classes in day school. (4) Exceptionally bright and over-age children who had been specially recommended by their principals as being able to take up advanced work. The class of children thus named had B plus or A on their report cards for the term. Thousands of children who simply had a B record in day school were anxious to take up the advance work. However, it was not thought possible that these children, naturally slow, could in such a short space of time do the full amount of the grade work. In addition to this there were not funds sufficient to provide teachers for this class of pupils. Many of these children, however, entered the industrial classes. In the opportunity classes the children were examined in English, arithmetic, history, and geography. Those who received a satisfactory rating and who had attended 90 per cent of the number of sessions were granted promotion certificates. In many cases the children were present every day. Dr. Stitt, in his visits to all of those classes, found many of them with perfect registers.

We are not sure that the following clipping does not serve as an advertisement for somebody, but we venture it even at the risk of falling into the familiar newspaper trap of giving advertisements circulation as though they were news items. If the houses here described are not too expensive, they may be of use to kindergartners and others who are looking for simple and interesting material for school children. The item is from the *Ledger*, of Tacoma, Washington.

An Advertisement

Many Tacoma children are taking advantage of a national advertising campaign being conducted by a company selling an article of building material, and as a result there are probably more doll playhouses in the city today than there ever have been before. They are sure-enough houses, too, exact replicas of the real article and attractive enough to make a grown-up stand back with

admiration. A small advertisement in a recent national publication started the thing and then it was discovered that a local building-material concern was the agent for the advertiser and could supply the demand. A rush was made and the dignified-looking building-material sample office has been having every appearance of a new department store for several days.

It seems that the same craze has hit many other cities of the country. The public schools of Winona, Minnesota, have ordered fifty of the miniature houses for use in the kindergarten and primary classes. St. Paul and Minneapolis schools have also placed orders. But the rush of the schools is nothing compared to the rush of the kiddies themselves through their parents.

The child houses come knocked down, and almost any youngster with a knack for tools can put them together.